



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



SAU High School Report

Test Date: May 2009
Code: 1294
SAU: Five Town CSD

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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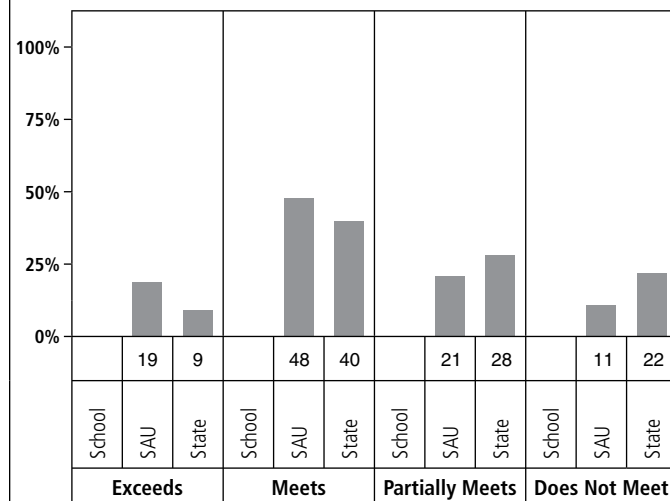
SUMMARY OF SCORES

Test Date: May 2009
SAU: Five Town CSD

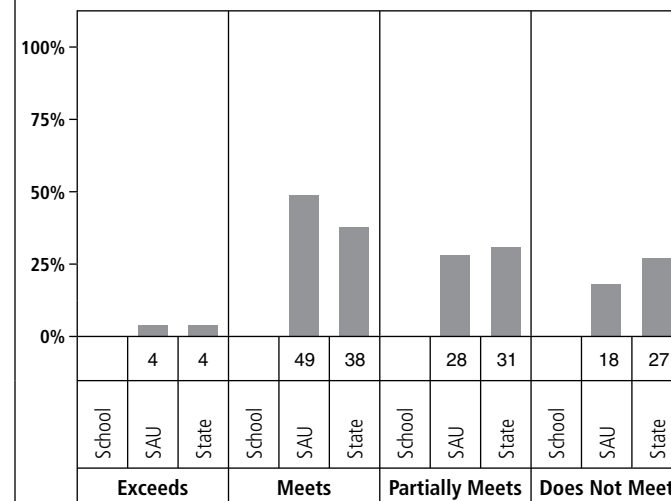
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007		1143	1141
2007–2008		1146	1141
2008–2009		1147	1141
Cum Average*		1145	1141
Mathematics			
2006–2007		1142	1140
2007–2008		1145	1141
2008–2009		1144	1141
Cum Average*		1144	1141
Writing			
2006–2007		1145	1141
2007–2008		1146	1140
2008–2009		1146	1140
Cum Average*		1146	1140
Science			
2008–2009**		1141	1140

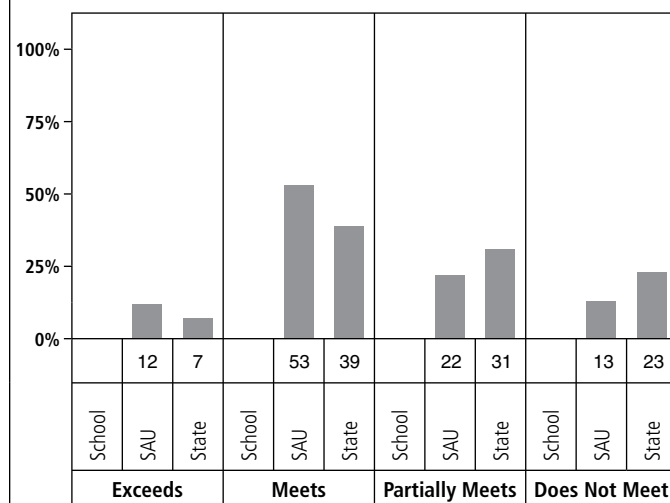
CRITICAL READING



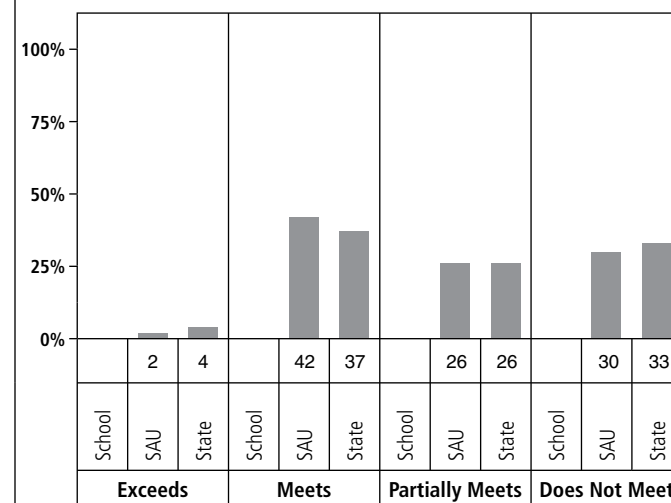
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Five Town CSD

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			168	100	15632	100			165	99	14928	96			166	99	15274	98			165	99	14926	96			163	97	15079	97
Ethnicity	African American/Black								2	100	310	91			2	100	322	95			2	100	309	91			1	50	317	93
	American Indian or Native Alaskan								1	100	101	91			1	100	107	96			1	100	101	91			1	100	103	93
	Asian or Pacific Islander								2	100	221	92			2	100	229	95			2	100	221	92			2	100	227	94
	Hispanic								1	100	156	94			1	100	162	98			1	100	156	94			1	100	155	93
	Caucasian/White								162	96	14773	95			159	99	14140	96			160	99	14454	98			159	99	14139	96
	Not Reported								0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Identified disability			26	15	2327	15			24	92	2108	91			25	96	2200	95			24	92	2099	91			25	96	2140	92
Current LEP			2	1	262	2			2	100	232	89			2	100	246	94			2	100	231	88			2	100	240	92
Economically disadvantaged			34	20	4634	30			33	97	4263	92			33	97	4451	96			33	97	4262	92			32	94	4383	95
Migrant			0	0	5	0			0	0	4	80			0	0	5	100			0	0	4	80			0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations			141	84	13079	84			142	85	13417	86			141	84	13084	84			139	83	13288	85
Identified disability (PET/IEP)			6	4	727	6			7	5	814	6			6	4	725	6			7	5	802	6
LEP			0	0	170	1			0	0	181	1			0	0	170	1			0	0	177	1
504 plan			5	4	238	2			5	4	245	2			5	4	238	2			5	4	241	2
Participation with accommodations			22	13	1626	10			22	13	1636	10			22	13	1624	10			22	13	1579	10
Identified disability (PET/IEP)			16	73	1158	71			16	73	1165	71			16	73	1156	71			16	73	1126	71
LEP			2	9	56	3			2	9	59	4			2	9	55	3			2	9	57	4
504 plan			2	9	79	5			2	9	79	5			2	9	80	5			2	9	77	5
Other			3	14	360	22			3	14	360	22			3	14	360	22			3	14	345	22
Participation through alternate assessment (PAAP)			2	1	223	1			2	1	221	1			2	1	218	1			2	1	212	1
Identified disability (PET/IEP)			2	100	223	100			2	100	221	100			2	100	218	100			2	100	212	100
LEP			0	0	6	3			0	0	6	3			0	0	6	3			0	0	6	3
504 plan			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP			0	0	0	0																		
Approved non-participation – special consideration			1	1	24	0			1	1	34	0			1	1	24	0			0	0	26	0
Non-participation – other			2	1	680	4			1	1	324	2			2	1	682	4			5	3	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Five Town CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007			19	12	1168	8
	2007-2008			27	20	1184	8
	2008-2009			31	19	1339	9
	Cum. Total*			77	17	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007			74	45	5714	38
	2007-2008			56	41	5885	40
	2008-2009			79	48	5897	40
	Cum. Total*			209	45	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007			37	22	4728	31
	2007-2008			32	24	4093	28
	2008-2009			35	21	4169	28
	Cum. Total*			104	22	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007			35	21	3444	23
	2007-2008			21	15	3417	23
	2008-2009			18	11	3255	22
	Cum. Total*			74	16	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Five Town CSD

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											163	19	48	21	11	1147	14660	9	40	28	22	1141
Ethnicity																						
African American/Black											2						303	3	23	27	47	1133
American Indian or Native Alaskan											1						100	5	27	30	38	1135
Asian or Pacific Islander											2						219	11	34	28	26	1141
Hispanic											1						151	3	34	33	30	1137
Caucasian/White											157	20	49	21	10	1148	13887	9	41	28	21	1141
Not Reported											0						0					
Identified disability																						
Yes											22	0	23	41	36	1134	1865	1	11	24	64	1127
No											141	22	52	18	7	1150	12795	10	45	29	16	1143
Current LEP																						
Yes											2						225	0	9	22	68	1126
No											161	19	48	22	11	1148	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes											32	6	44	25	25	1140	4120	3	30	32	35	1136
No											131	22	50	21	8	1149	10540	11	44	27	17	1143
Migrant																						
Yes											0						3					
No											163	19	48	21	11	1147	14657	9	40	28	22	1141
Gender																						
Female											81	19	46	28	7	1148	7098	10	43	29	18	1142
Male											82	20	51	15	15	1147	7562	9	37	28	26	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											6	0	50	50	0	1144	291	3	28	28	41	1135
No											157	20	48	20	11	1148	14369	9	40	28	22	1141
Gifted/talented program																						
Yes											18	78	22	0	0	1167	520	52	45	3	1	1161
No											145	12	52	24	12	1145	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Five Town CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007			8	5	578	4
	2007-2008			12	9	637	4
	2008-2009			7	4	596	4
	Cum. Total*			27	6	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007			65	39	5481	36
	2007-2008			67	49	5508	37
	2008-2009			81	49	5674	38
	Cum. Total*			213	46	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007			52	31	4754	31
	2007-2008			35	26	5065	34
	2008-2009			46	28	4622	31
	Cum. Total*			133	28	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			41	25	4607	30
	2007-2008			23	17	3660	25
	2008-2009			30	18	4116	27
	Cum. Total*			94	20	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Five Town CSD

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											164	4	49	28	18	1144	15008	4	38	31	27	1141
Ethnicity											2						315	1	15	29	56	1134
African American/Black											1						106	1	20	31	48	1134
American Indian or Native Alaskan											2						227	11	41	28	21	1144
Asian or Pacific Islander											1						157	1	27	25	46	1136
Hispanic											158	4	51	28	17	1144	14203	4	39	31	27	1141
Caucasian/White											0						0					
Not Reported																						
Identified disability											23	0	17	30	52	1134	1959	0	7	19	73	1130
Yes											141	5	55	28	13	1145	13049	5	42	33	21	1142
No																						
Current LEP											2						239	0	14	24	62	1132
Yes											162	4	49	28	18	1144	14769	4	38	31	27	1141
No																						
Economically disadvantaged											32	0	44	28	28	1140	4306	1	24	33	42	1136
Yes											132	5	51	28	16	1145	10702	5	43	30	21	1142
No																						
Migrant											0						4					
Yes											164	4	49	28	18	1144	15004	4	38	31	27	1141
No																						
Gender											81	4	43	35	19	1142	7248	3	38	33	27	1140
Female											83	5	55	22	18	1145	7760	5	38	29	28	1141
Male											0						0					
Not Reported																						
Title 1A targeted program											6	0	17	67	17	1138	293	1	23	37	39	1137
Yes											158	4	51	27	18	1144	14715	4	38	31	27	1141
No																						
Gifted/talented program											18	17	78	6	0	1155	521	31	63	4	2	1157
Yes											146	3	46	31	21	1142	14487	3	37	32	28	1140
No																						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Five Town CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007			21	13	937	6
	2007-2008			25	18	962	7
	2008-2009			19	12	1062	7
	Cum. Total*			65	14	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007			79	48	6167	41
	2007-2008			60	44	5564	38
	2008-2009			86	53	5706	39
	Cum. Total*			225	48	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007			37	22	4723	31
	2007-2008			32	24	4679	32
	2008-2009			36	22	4487	31
	Cum. Total*			105	23	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007			28	17	3227	21
	2007-2008			19	14	3376	23
	2008-2009			22	13	3408	23
	Cum. Total*			69	15	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Five Town CSD

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											163	12	53	22	13	1146	14663	7	39	31	23	1140
Ethnicity																						
African American/Black											2						302	2	22	32	44	1133
American Indian or Native Alaskan											1						100	2	23	35	40	1134
Asian or Pacific Islander											2						219	10	37	27	26	1141
Hispanic											1						151	4	29	32	35	1135
Caucasian/White											157	12	54	21	13	1146	13891	7	40	31	23	1140
Not Reported											0						0					
Identified disability																						
Yes											22	0	23	36	41	1132	1861	0	8	21	71	1125
No											141	13	57	20	9	1148	12802	8	43	32	16	1142
Current LEP																						
Yes											2						224	0	8	28	64	1127
No											161	12	53	22	13	1146	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes											32	6	34	28	31	1138	4121	2	27	33	38	1134
No											131	13	57	21	9	1147	10542	9	44	30	18	1142
Migrant																						
Yes											0						3					
No											163	12	53	22	13	1146	14660	7	39	31	23	1140
Gender																						
Female											81	14	49	28	9	1147	7103	9	43	31	17	1143
Male											82	10	56	16	18	1144	7560	6	35	30	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											6	0	50	50	0	1143	291	3	25	36	35	1135
No											157	12	53	21	14	1146	14372	7	39	30	23	1140
Gifted/talented program																						
Yes											18	61	39	0	0	1164	520	43	52	3	1	1159
No											145	6	54	25	15	1143	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

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SCIENCE RESULTS

Test Date: May 2009
SAU: Five Town CSD

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009*

Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009*

Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009*

Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009*

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
		4	2	602	4
		67	42	5431	37
		42	26	3876	26
		48	30	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100			24.08	43.0	22.76	40.6
D. The Physical Setting	34	61			14.34	42.2	13.63	40.1
D1/D2 Earth/Space	14	25			6.51	46.5	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36			7.83	39.2	7.58	37.9
E. The Living Environment	22	39			9.74	44.3	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Five Town CSD

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											161	2	42	26	30	1141	14867	4	37	26	33	1140
Ethnicity																						
African American/Black											1						311	1	18	20	61	1133
American Indian or Native Alaskan											1						102	1	19	30	50	1135
Asian or Pacific Islander											2						225	5	40	20	36	1141
Hispanic											1						152	2	23	18	57	1136
Caucasian/White											156	3	42	26	29	1142	14077	4	37	26	32	1141
Not Reported											0						0					
Identified disability																						
Yes											23	0	9	30	61	1132	1928	0	9	18	72	1131
No											138	3	47	25	25	1143	12939	5	41	27	28	1142
Current LEP																						
Yes											2						234	0	10	11	79	1129
No											159	3	42	26	30	1141	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes											31	0	26	23	52	1136	4264	2	24	26	47	1136
No											130	3	45	27	25	1143	10603	5	41	26	28	1142
Migrant																						
Yes											0						4					
No											161	2	42	26	30	1141	14863	4	37	26	33	1140
Gender																						
Female											80	1	34	30	35	1139	7179	2	32	29	37	1139
Male											81	4	49	22	25	1143	7688	6	40	23	30	1142
Not Reported											0						0					
Title 1A targeted program																						
Yes											6	0	17	0	83	1134	287	2	23	26	49	1136
No											155	3	43	27	28	1142	14580	4	37	26	33	1140
Gifted/talented program																						
Yes											16	0	94	6	0	1153	517	28	65	6	1	1156
No											145	3	36	28	33	1140	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number